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MMPI CHARACTERISTICS OF STUDENTS  
SHOWING CONDUCT INFRACTIONS AT  
UTAH STATE UNIVERSITY

by

Carl S. Hansen

A thesis submitted in partial fulfillment  
of the requirements for the degree

of

MASTER OF SCIENCE

in

Counseling Psychology

Approved:



UTAH STATE UNIVERSITY  
Logan, Utah

1970

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ABSTRACT

MMPI Characteristics of Students

Showing Conduct Infractions at

Utah State University

by

Carl S. Hansen, Master of Science

Utah State University, 1970

Major Professor: Dr. Sterling Gerber

Department: Counseling Psychology

A study of the personality characteristic as measured by the Minnesota Multiphasic personality Inventory (MMPI) was made of an experimental group of students brought before the Standards Committee at Utah State University for infractions against the school's code of conduct. It was then compared with personality characteristics of a control group representing the remaining student body.

The result was no significant difference between the two groups on any of the MMPI scales.

After checking the activities of the two groups, it was found that the experimental group was lower in grade point average than the general student body, but this difference was not statistically significant. However, in the area of involvement in school, church, and community activity, the difference was significant. The experimental group ranged from low to medium while the control group varied from medium to high.

(44 pages)

## INTRODUCTION

### Origin and nature of problem

It is apparent to college workers that inadequate adjustment to college loses many potential scholars to the world. It is further apparent that many students fall short of realizing their full capabilities because of lack of adjustment. To meet this condition, more and more colleges and universities are improving and expanding their counseling services. Because of the increased cost of such a service and the extended time involved it has become apparent that any device which improves the efficiency of counseling is highly desirable.

As this counseling service has grown and expanded, college advisors have realized the service that could be performed if it were possible to anticipate abnormal reactions before they occur (Hathoway and Monachesi, 1963). Since the signs of latent personality disturbances and in many cases, even existing maladjustment, are often not revealed in overt behavior, devices which would aid counselors in selecting from a large population the individuals having, or who are likely to develop, problems of personal and social adjustment would be very useful.

Just over twenty years ago the first study of the relationship between delinquency and personality characteristics in which the Minnesota Multiphasic Personality Inventory (MMPI) played a prominent role was published. This study, reported by Dora F. Capwell in 1945, produced results which suggested that several scales of the MMPI differentiated significantly between groups of delinquent and nondelinquent girls.

The rather unique aspects of the Capwell findings--unique in the sense that they indicated that some of the MMPI scales seemed to have this discriminatory power--gave rise to a host of research projects employing the MMPI to contrast the personality characteristics of delinquent and nondelinquent boys and girls (Ball, 1962). As will be pointed out later these studies, with few exceptions, have substantiated the Capwell findings. Delinquent boys tend to be socially aggressive, rebellious, cynical, negative, difficult, and expansive. Delinquent girls have distinguishing personality characteristics similar to those of delinquent boys.

#### Problem statement

Few studies of this nature have been carried out on college campuses with socially deviant college students. In researching the question, only two definite studies could be found.

A report of Osborne, Sanders, and Young states

One of the basic assumptions of most college counseling and guidance programs is that early preventive counseling will reduce the number and seriousness of student personal adjustment problems and disciplinary offenses. (1956, p. 52)

They go on to state that conclusive research evidence is not yet available to support the assumption that the MMPI is effective in differentiating between the socially deviant student and the non-socially deviant on the college campus.

Clark's study (1964) was the only other that could be found in which the MMPI was used with college students who had disciplinary problems. He found significantly different scores on three different scales: Psychopathic deviate (Pd), Hypomania (Ma), and Schizophrenia (Sc). With the results he obtained, he felt a predictive criteria could

be developed that would point out future college disciplinary problems. Yet, Lawton (1963) reported that the Pd and to some extent the Ma scales can be deliberately manipulated by the subject without detection. Therefore, he felt it would be very difficult to develop a predictive criteria from them.

Thus, most research in this area has surveyed adolescent groups already classified as delinquents for serious actions (according to the law); consequently, the problem evident is a lack of research relating the MMPI scores to socially deviant behavior on the college level, specifically in areas of conduct infractions. More studies would help counselors and school authorities in student personal relations.

#### Objectives of study

Listed here are some objectives of study which, if understood, could be useful in dealing with infractions on the college campus. These objectives are

1. To see if there is a significant difference on the Pd, Ma, and/or Sc scales (Psychopathic deviate, Hypomania, and/or Schizophrenia) between students who exhibit socially deviant behavior and students who do not. Review of the literature indicates the advisability of focusing on these scales. In this discussion the term social deviant will mean that at the least the individual has presumptively been guilty of offenses against the code of conduct at Utah State University (see Appendix D) to justify disciplinary action stipulated by the Standards Committee of the University.
2. To find which scales on the MMPI are sensitive to socially deviant behavior as defined at Utah State University. AS



Hathoway and Monachesi (1953, p. 7) put it, "To some extent personality characteristics that predispose the individual to deviance from the socially accepted norms are normal in young people." They go on to state that an excess of these general characteristics in a certain youth could require unusual control to prevent the occurrence of antisocial acts and we could safely predict that persons with the greatest amount of energy (or whatever other factor is in excess) would be most likely to show undesirable behavior. However, among such cases, the most significant quality one might expect to measure would be the youth's acceptance of the controls of society so that his exuberant impulses are suppressed or acceptably modified. It is probable that many nondelinquent youths are so, not because they lack the personality pattern of delinquency insofar as that related to impulses toward reprehensible acts, but rather because they likewise have greater control or have learned the controls suggested by their culture.

3. To point out the scales of the MMPI that might be helpful in identifying the students who may cause disciplinary problems at Utah State University.
4. To conclude what personality characteristics students sent before the Standards Committee of Utah State University exhibit. In other words, to decide whether the difference between the groups shows whether the deviant group (those who are first-time offenders or not) has consistent personality traits (as indicated by the MMPI scores) towards deviancy or whether they were simply influenced by their surroundings, the situation

at hand, or some other unknown factor besides personality.

## REVIEW OF LITERATURE

The review of literature will follow through with discussion on the areas involving a description of the test, MMPI abbreviations, MMPI studies, non-MMPI social deviant studies and validity.

Description of the test

In 1940, the Multiphasic Personality Schedule was developed by S. R. Hathoway and J. C. McKinley (1940). From this schedule, the Minnesota Multiphasic Personality Inventory was developed. Some of the items in the inventory were taken from the clinical experience of the authors, but most of the items were obtained from psychiatric examination forms, psychiatric textbooks, and from earlier published scales of personality.

The subjects for standardization and development of the scales were obtained from several sources. Four groups of normal subjects were drawn consisting of visitors to the University of Minnesota Hospital, workers on a W. P. A. project, patients who were suffering from physical ailments, and students seeking admission to the university. A group of abnormals was obtained from the psychiatric unit of the university hospital and the out-patient neuropsychiatric clinic. A subject was considered normal if he did not suffer from any known mental disorder.

The personality characteristics now measured by the test are hypocondriasis, depression, hysteria, psychopathic deviance, masculinity-femininity, paranoia, psychasthenia, schizophrenia, hypomania, and introversion. The test also indicated four validating scales: ?, Lie, K,



Si . . . . . Introversion

The validity scales used will be ?, L, F, and K. (See Appendix A.)

#### MMPI studies

As has been stated, a review of the literature shows that a host of research projects have employed the MMPI to contrast the personality characteristics of delinquent and nondelinquent pre-college boys and girls. With few exceptions all have confirmed that the MMPI does have discriminatory power in this area.

Hathoway and Monachesi made an extensive study in this area. In their summary they say

The MMPI seems to provide useful categories into which a substantial number of delinquent adolescents will fall. These categories yield practical data that provide basic expectation figures for predicting relatively high and relatively low delinquency rates. (Hathoway and Monachesi, 1953, p. 136)

Hathoway and Monachesi go on to say that the outstanding find was a positive relationship between recognized scale meanings and delinquency and that the MMPI scales, Pd and Ma, have what they called an excitatory role in predicting the development of antisocial behavior. Moreover, people exhibiting these antisocial behaviors will score higher on the Pd and Ma scales.

Hathoway and Monachesi concluded that the results on these scales lead one toward the conclusion that the antisocial, amoral, psychopathic, and the hypomanic patterns of adult maladjustment are those chiefly represented among the adolescent.

Ball (1962) made a cross-sectional multigroup comparison of personality factors with various types of deviant behavior among adolescents. In it, subjects from broken homes were compared with those from unbroken

homes. Delinquents were compared with nondelinquents; high achievers were compared with low achievers; and maladjusted students (as rated by their teachers) were compared with their remaining classmates. MMPI profiles were divided according to behavioral and environmental conditions. In these areas the MMPI could discriminate between the areas that were compared and was demonstrated to be a valid measure of personality characteristics in a nonclinical adolescent population. Personality maladjustments according to MMPI were associated with delinquent tendencies. These deviant personality tendencies were more common among students from broken homes while those boys from unbroken homes said to be nondeviant were characterized by depressive reactions.

Smith and Lanyon (1968) explored several approaches to prediction of probation violation or nonviolation with 287 male juvenile delinquents who had never been institutionalized. Predictions from a base expectancy table were significantly better than chance. An attempt to employ MMPI responses in the construction of a scale to enhance prediction from the base expectancy data was not very successful in this case. Lawton (1963) also investigated the degree to which the Pd scale could be deliberately manipulated by the subjects independently of other MMPI dimensions. The Pd, K, and Ma scales were given to 100 subjects under three conditions of self, fake low, fake high. The Pd scale was successfully manipulated--more successfully than the Ma or K scales. However, intelligence and school level of the subjects seemed to have an influence on their ability to fake. A study by Vincent, Linsz, and Green (1962) used 100 college students taking the MMPI under fake-good directions. The results on the Lie scale showed that falsification could be detected in the majority of cases; however, some of the students

were still able to falsify without detection.

Turning to the studies most closely related to the problem statement, Clark (1964), while doing research on behavior in residence halls on a college campus, explored the usefulness of the MMPI in understanding and predicting the occurrence or nonoccurrence of disciplinary type of problem behavior in men's residence halls. He also stated that he chose the MMPI for his research because of the Hathaway and Monachesi studies (1953) which demonstrated its usefulness in predicting delinquent-type behavior, especially the psychopathic deviate, schizophrenic, and hypomanic which are revealed on the scales Pd, Sc, and Ma.

Clark hypothesized that there would be a larger number of men with higher scores on scales Pd, Sc, and/or Ma on the MMPI in the sections of men's residence halls described by residence hall staff as involving chronic disciplinary problems throughout a semester. His study was carried out at the University of Florida and the findings were cross-validated on another sample at Mississippi College. When the data were examined, it was found that scales Pd and Ma most differentiated between social deviance and nonsocial deviance. Of the sixteen subjects with high scores on the Pd scale, ten had received disciplinary action from the school. All of these ten had low scores on scales Si, D, and/or Mf while only two of the six that were high on the Pd scale in the non-problem group had this combination. These differences are significant at the 0.05 level and indicate that a profile high on the Pd scale combined with a low point Si, D, and/or Mf may be predictive of individual problem behaviors.

Briggs, Wirt, and Johnson (1961) and Wirt and Briggs (1959) have

done research similar to Clark (1964) using a multiple criteria of MMPI scores as well as a family history factor. With these, they could identify areas that are about 80 percent saturated with pre-delinquent boys. In other words, these two criteria can help indicate in which dormitories the greater number of delinquent boys live.

To summarize, there have been many studies using the MMPI scores to differentiate between the personality characteristics of the juvenile delinquent and the nondelinquent juvenile resulting in MMPI profiles that make this differentiation. Insufficient research has been done on the college level to generalize these findings to the college students.

#### Related studies

Most of the non-MMPI studies indicate that environmental and social problems are the main causes of social deviance on campuses and that precipitating factors such as poor grades, disapproval by an authority figure, or imposition of rules and restrictions may cause the deviant behavior.

Douglas and Ross (1968) made a study on adjustment and educational progress and found that abnormal adjustment was directly related to educational difficulties and poor educational progress.

Watts, Lynch, and Whittaker (1969) conducted a study on alienation and activism among college youth in which they compared those activists in student affairs with the non-conformists and socially deviant. The non-conformists were estranged from their families and the activist was not. The investigation of the causes of non-conformism and social deviance further revealed that the non-conformists seemed to have been



more rejected by society.

Very (1968) made a study on real and ideal characteristics of the teacher-student relationships. The study revealed that most undergraduate students--whether "socially deviant" or not--tend to slide by in the easiest possible way, taking advantage of a permissive professor and resorting to cheating when the opportunity to do it unnoticed arises.

In another area that might be termed socially deviant at Utah State University, Veldman and Bower (1968) conducted a study relating cigarette smoking to academic achievement, cognitive abilities and attitudes toward authority. Their findings revealed a significant relationship with academic achievement and these three areas. Achievement was lower among smokers while a rebellious attitude toward authority was higher among the smokers.

Williams (1967) made a study on the college dropouts and discovered that the environment of the student played a very major role in a decision to drop out of college.

In summary, most non-personality inventory studies of social deviance on the college level do relate the social deviance to social and environmental factors.

#### Validity

The MMPI was chosen for this study because of the many validity studies that have shown that it does discriminate between delinquents and nondelinquents. Kanun and Monachesi (1960) pointed out that cross-validation tests of the polls of items called delinquency scales in their studies revealed that a scoring key based on the respective items

of the delinquency scales efficiently screened delinquents from non-delinquents. Also, in a study by McKegney (1965), two psychologists, one social worker, and three correctional officers answered the 64 F scale items of the MMPI on their expectations of how the average delinquent would respond. Their results were compared with 29 delinquent boys who took the MMPI. There was significant agreement. Also, in the Hathaway and Monachesi studies (1963) the test retest reliability was high.

## PROCEDURES

Sampling procedures

1. A random sample of twenty-five students (hereafter referred to as the experimental group) was drawn from a population of 200 students who had been disciplined at Utah State University or who had been sent before the Standards Committee for disciplinary action within the last year. As a prerequisite, they must have been found guilty of the infraction for which they were charged. A random sample of twenty-five other students (hereafter referred to as the control group) was drawn from the whole student body excluding all students who had been sent before the Standards Committee for disciplinary action.

Infractions by members of the experimental group ranged from throwing fire-crackers on campus to stealing a tape recorder from an office. A complete list of the infractions is in Appendix D.

2. These two samples were selected by the Dean of Students randomly by dividing twenty-five into the total populations, randomly selecting where to start and choosing every  $N^{\text{th}}$  name (Name being the number of times twenty-five divides each population.)  $N$  was eight for the experimental group and 322 for the control group.
3. Students were contacted by telephone. Each student was then asked if he would help in some research involving a personality

inventory. Each student was told he could come into the testing center at his own convenience and take the MMPI personality inventory.

4. Of the twenty-five students from each group contacted (many three or four times), none of them refused to cooperate; however, only nineteen from the social deviant group and twenty from the general student body actually responded by coming in.

#### Testing procedures

Subjects in both samples came into the testing center at Utah State University to take the MMPI and to fill out a personal fact sheet (see Appendix C) which included questions on family, environmental background, and involvement in school activities. The subjects were also asked if they had ever been disciplined by the Standards Committee for any reason--the answer to this question was confirmed by the Dean to make sure they were placed in the correct group. Thus, the personal fact sheet had a twofold purpose: to gain additional information about the subject and to "camouflage" the question "Have you ever been disciplined by Utah State University for any reason?" In this way, the two groups were easily distinguished.

#### Statistical analysis

In both the experimental and control groups, the raw scores for each scale were totaled and the mean for each of these scales was derived. For the individual mean scores the standard deviation was then obtained and the mean raw score of each scale from the experimental group was compared and tested for a significant difference with each of

the corresponding scales from the control group. The test used in all cases was a t-test for significance with the corrections for small sample statistics.

## RESULTS

### MMPI analysis

The results on the MMPI scales showed no significant difference at the 5 percent level on any of the scales. Thus the experimenter had to accept the Null Hypothesis meaning that the two samples could have come from the same population or that the true means probably do not differ.

### Personal fact sheet analysis

A t-test analysis of the personal fact sheet (Appendix B) revealed that the grade point average of the two groups did not differ significantly nor did the size of the family. However, the amount of involvement (as the subjects viewed themselves as being involved) in church and school activities did differ significantly, with the deviant group ranging from low to medium in involvement and the non-deviant group ranging from medium to high in involvement.

Table 1. Mean values for subjects on each scale of MMPI

Experimental Group	Scales												
	L	K	F	Hs	D	Hy	Pd	Mf	Pa	Pt	Sc	Ma	Si
Average raw score	3.0	15.0	6.9	4.4	20.5	21.2	18.2	27.4	11.1	16.8	15.0	17.1	20.3
Adjusted for K score	3.0	15.0	6.9	12.4	20.5	21.2	24.2	27.4	11.1	31.8	30.0	20.1	20.3
Standard deviation	2.0	5.1	5.5	2.7	4.4	4.3	3.1	4.4	3.8	7.2	7.4	4.3	9.4
Control Group													
Average raw score	4.2	18.0	5.1	4.8	18.9	21.8	16.1	29.3	10.4	11.4	11.1	16.2	20.4
Adjusted for K score	4.2	18.0	5.1	13.5	18.9	21.8	23.1	29.3	10.4	29.4	29.1	20.2	20.4
Standard deviation	2.2	5.8	3.5	4.2	4.5	4.5	4.1	8.8	3.3	5.1	7.9	5.4	9.7
t-test Values													
	1.48	1.30	1.11	.84	1.00	.37	.85	.70	.54	1.02	.06	.05	.03

## SUMMARY AND CONCLUSIONS

### Summary

MMPI personality characteristics of students brought before Utah State University Standards Committee for infractions of the conduct code were compared with the same MMPI personality characteristics of the remaining general student body. The purpose was to see if there was any significant difference between the two groups. Both the experimental and control groups came into the University Testing Center. They took the MMPI test and filled out a personal fact sheet which had questions on family background, environmental background, and church, school, and civic involvement.

The results from the MMPI test failed to show that there were any significant differences between these two groups. The fact sheet showed that the family and environmental backgrounds were not significantly different, but that the amount of involvement in church and school activities was significantly different. In this, the experimental group was much lower. It ranged from low to medium while these in the control group varied from medium to high.

### Conclusions

Hathoway and Monachesi state

Many individuals who have personality traits likely to give rise to deviance (and thus who would have a relatively high probability of becoming deviant) never happen into a stimulus situation that would encourage their actual delinquency. Other persons who have moderate deviancy prone personalities (and who would, therefore, not have a high probability of becoming deviant) find themselves in such facilitating environmental situations that deviant acts do occur. (Hathoway and Monachesi, 1953, p. 11)



With these results, little can actually be concluded; however, the following hypotheses can and should be open to consideration:

1. It appears that the students coming before the Standards Committee are not any more prone to deviance than the general student body. For example, they could have been first-time offenders who just happened to get caught.
2. Perhaps, the offenses against the university which warrant an appearance before Standards (Appendix D) are not of a serious enough nature to put a person in a detention home or some other penal institution, thus not really making a distinction between a deviant and a non-deviant group.
3. On the other hand, the results could also indicate that the test itself was not sensitive enough to differentiate between the two groups.
4. Finally, perhaps even the samples taken were too small and not representative enough of the whole populations.

In support of the first area, the Dean of Students cited a case where two boys carried a couch out of the University Center on a dare. When they went to return it to the building a few minutes later, the doors had been locked for the night. Rather than leave it outside, they took it to their apartment where a few days later they were caught with "stolen university property." (Returning a couch is not necessarily an easy task when there is a reward offered for its return.) More cases (Appendix D) simply indicate that students may often be rebelling against authority. They may view Utah State University as an authoritative figure--the very thing they are trying to escape by leaving home. Often, the idea of "getting away with something" against the university, is not particularly considered wrong, but the code of conduct adopted

by the university is itself wrong being relative and not necessarily applicable to the social norms of the general public. Some students have stated, Hathoway and Monachesi (1953) have also supported this, that students are especially prone to try something against the rules of the system after they have been rejected by some social group or organization or after they feel some personal rejection or disappointment such as receiving a lower grade than they feel they deserve. Wilkins (1961) has further supported this. He indicates that rather than being an inborn personality trait, this deviant behavior is more retaliative and defensive. It is not necessarily a spontaneous disruption.

Furthermore, the non-significant results on the MMPI in this case does not necessarily lessen the value of it as an instrument in these kinds of studies. It is true that the test might not be adequate enough to show a significant difference between the two groups, but on the other hand perhaps there is no or very little difference. Knowing this might be valuable in working with various deviant behaviors more. The fact that there is no significant difference indicated, may be useful in determining just why the university policy was violated and how the case should be handled.

#### Recommendations

For further study, it might be suggested that some alterations in the approach might prove more conclusive.

1. Larger samples may give a more significant result.
2. One study which might prove successful would involve an attempt at predicting standards infractions based on student involvement.

3. A more systematic approach for gathering of data should lend itself to greater ease in sampling.
4. In view of the results, more emphasis in counseling rather than in disciplinary action might prove a more useful approach to the problem.

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## APPENDIXES



## Appendix A

### Description of MMPI Scales

#### Validity scales

The Cannot Say scale (?). Although handled like the other test components on the MMPI profile, this score is not a scale in the usual sense. The instructions allow the subject to decide that a given item does not apply to him or for some other reason is impossible for him to answer. The number of these unanswered items constitutes the raw score on Cannot Say.

The Lie scale. This group of items yields a score tending to indicate any naive attempt on the part of the subject to put himself in a good light, chiefly with reference to personal ethics and social behavior. High scores are obtained on persons who try (often unconsciously) to answer all the items in ways that will seem to fit more clearly into the subject's interpretation of the moral code regardless of secret knowledge about himself to the contrary. Such attempts could be called defensiveness or, in more flagrant cases, "faking good."

The F scale. The F score is somewhat the opposite of the L score. Persons obtaining a high F score often seem to be attempting (perhaps unconsciously) to show themselves in a bad light. They may be "faking bad." Sometimes such persons are merely overly candid. This is called "plus getting" in MMPI jargon, (Dahlstrom and Welsh, 1960). The F score is also high if the subject, for any reason, fails to answer carefully or consistently; that is one will obtain a high score for persons who cannot read well enough to make discriminative responses and, what is

more significant for high school use of the Inventory, this scale will be high when the student answers carelessly, making random or facetious responses to the items. A third source of moderately high F scores is general maladjustment of a severe type.

The K scale. This variable is much more complex and less obvious than the L and F scores in its import. Special interpretation is not usually indicated because the score is mixed with five of the clinical scales in a way that properly uses the score as a correction. In general, higher K scores, like L but in a more subtle way, indicate defensiveness and lack of candor, and low K scores, like high F scores, indicate a degree of frankness and self-criticality.

The modification of scores on the five clinical scales by use of K was shown to be justified within the borderline abnormal score range. Routine use of K within the normal score range was not specially validated but is usually practiced to simplify application and interpretation.

#### Clinical scales

Hypochondriasis (scale 1, Hs). This scale was derived by comparison of normal persons to patients having many physical complaints with a preponderantly psychological basis. These complaints can be in part an outcome of obvious tissue pathology but are usually so varied and symbolic in nature that they are clinically classed with what is currently termed psychosomatic illness. They include generalized aches and pains, specific complaints about digestion, breathing, thinking, vision, and sleep, as well as peculiarities of sensation.

Depression (scale 2, D). This scale in the clinical profile was established empirically to measure the degree of depth of the clinical symptom pattern of depression. This mood state is characterized generally by pessimism of outlook on life and the future, feelings of hopelessness or worthlessness, slowing of thought and action, and frequently by preoccupation with death and suicide. The clinical group on which the scale was developed showed relatively uncomplicated depressive patterns, but depression may also accompany a variety of other psychiatric disorders or may complicate personality patterns of almost any kind.

Hysteria (scale 3, Hy). This scale is closely allied to scale 1, but it is evidence of more complete symbolic elaboration of the physical symptoms. The elaboration usually takes the form of culturally respectable psychosomatic syndromes such as allergy or functional cardiovascular disturbances. The person with a high score on scale 3 defends the psychological elaborations against recognition of their neurotic character by himself or others. Persons who have high scores are more likely to avoid or run away from crises than to face them and work into them directly. In their avoidance of crises, they tend to try to adjust by "buck up" attitudes and when they are pushed too far, they develop physical or even psychological illness as a sort of solution.

Psychopathic deviate (scale 4, Pd). The syndrome of symptoms that were characteristic of the patients from whom this important scale was derived is indicated by the diagnostic term psychopathic deviate. Often young and delinquent, these individuals always impress the clinician with their failure to be controlled by the ordinary mores of society. They seem little affected by remorse and do not appear to be particularly modified by censure or punishment. They are likely to commit asocial

acts, but these frequently lack obvious motive.

It should not be assumed that all delinquents will score high on scale 4. The syndrome requires more than mere delinquency or criminality to establish the diagnosis. One may only be confident that any delinquent or criminal group will include an unknown number of persons who, if studied more broadly, would be so diagnosed. Youngsters who score high on scale 4 are more likely than adults to be in conflict with their families, but the social conflict can, of course, be more extensive (Hathaway and Monachesi, 1953).

Masculinity or Femininity of interests (scale 5, Mf). Scale 5 was designed to identify the personality features related to the disorder of male sexual inversion. This syndrome is another homogeneous subgroup in the general category of psychopathic personality, sometimes called pathological sexuality. This group, like the psychopathic deviate group, shows considerably more uniformity than is found in the psychopathic personality category as a whole. Persons with this personality pattern often engage in homoerotic practices as part of their feminine emotional makeup; however, many of these men are too inhibited or full of conflicts to make any overt expression of their sexual preferences. The feminism of these men appears in their values, attitudes and interests, and styles of expression and speech, as well as in sexual relationships. So in males high scores are indicative of general feminine interests as these appear in contrast to the average male; in females, high scores indicate masculine interests.

Paranoia (scale 6, Pa). This scale was developed to evaluate the clinical pattern of paranoia, a diagnostic evaluation that is seldom used by itself but is frequently applied as a modifier of some other

personality reaction. The concept of paranoia involves a set of delusional beliefs, frequently including delusions of reference, influence, and grandeur. Although the persons showing these personality features may appear to be well oriented to reality and integrated in the relation of one delusion with another in their belief structure, they may show misperceptions or misinterpretations of their life situations that are markedly out of keeping with their ability and intelligence. These paranoid characteristics may appear in schizophrenics or those with depressive reactions, more rarely in otherwise intact persons, and may be either temporary and reversible or long-standing and progressively more involved.

Psychasthenia (scale 7, Pt). This scale is related to compulsions and obsessions. Persons with high scores are in some ways excessively meticulous or overly conscientious. This fussiness rarely characterizes all phases of a person's behavior, but tends to be most noticeable in restricted aspects. Others of those obtaining high scores worry more than is justified, while still others are overly introspective and self-critical. Some persons who senselessly repeat asocial acts are driven by compulsive energy. Arsonists, exhibitionists, and rapists are extreme cases likely to show this syndrome.

Schizophrenia (scale 8, Sc). The psychotic pattern of schizophrenia for which this scale was derived is very heterogeneous and contains many contradictory behavioral features. This may be a result of the way that the pattern is identified in terms of bizarre or unusual thoughts or behavior. Most commonly persons showing this psychiatric reaction are characterized as constrained, cold, and apathetic or indifferent. Other people see them as remote and inaccessible, often

seeming sufficient unto themselves. Delusions of varying degrees of organization, hallucinations, either fleeting or persistent and compelling, and disorientation may appear in various combinations: inactivity, or endless stereotypy, may accompany the withdrawal of interest from other people or external objects and relationships. These persons frequently perform below the levels expected of them on the basis of their training and ability.

Hypomania (scale 9, Ma). This is a measure related to enthusiasm and energy. Persons scoring high on the scale become readily interested in things and approach problems with animation. When this becomes abnormal, the activity may lead to antisocial acts or to irrational manic behavior. Young people are normally characterized by a considerable amount of the factor this scale measures. When they have too much of it, they become restless and frequently stir up excitement for excitement's sake alone.

Introversion (scale 0, Si). The concept of introversion has had a long and varied course of development in personality formulations. Introduced originally in a typological form (Jung, 1923), it has been modified to trait conceptions and even to dynamic theories. The immediate theoretical antecedent of the adaptation of the concept for the MMPI was a tripartite analysis by Evans and McConnell (1941) of the general personality characteristics of introversion-extroversion into features of thinking, social participation, and emotional involvement. In this formulation, a particular person need not be generally introverted in all aspects of his personality. For example, he could be introverted only in his emotional patterns, while at the same time his

social preferences could be extroverted and his thinking patterns occupy some middle range, neither markedly introverted nor extroverted. Basing their approach on the work of Guilford and Guilford (1936; 1939), Evans and McConnell devised separate measures for the three features and offered a single test to evaluate the relative degrees of introversion-extroversion in each. In their terms social introversion is characterized by withdrawal from social contacts and responsibilities. Little real interest in people is displayed. In contrast, social extroversion involves the seeking of social contacts and a sincere interest in people. Many satisfactions stem from social contacts for the social extrovert. Thus on the MMPI when the score is low, the individual is more extroverted. When it is high he is more introverted

Appendix BPersonal Fact Sheet

NAME \_\_\_\_\_ AGE \_\_\_\_\_ SEX \_\_\_\_\_

PARENTS LIVING TOGETHER \_\_\_\_\_ SEPARATED \_\_\_\_\_ DIVORCED \_\_\_\_\_ OTHER \_\_\_\_\_

NUMBER OF BROTHERS AND SISTERS \_\_\_\_\_

DID YOU GROW UP IN THE CITY \_\_\_\_\_ SMALL TOWN \_\_\_\_\_ OR A RURAL AREA \_\_\_\_\_

ACTIVITY IN SCHOOL: HIGHLY INVOLVED \_\_\_\_\_ INVOLVED \_\_\_\_\_ NOT INVOLVED \_\_\_\_\_

LIST A FEW OF YOUR ACTIVITIES \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ACTIVITY IN COMMUNITY: HIGH \_\_\_\_\_ MEDIUM \_\_\_\_\_ LOW \_\_\_\_\_ NONE \_\_\_\_\_

ACTIVITY IN CHURCH: HIGH \_\_\_\_\_ MEDIUM \_\_\_\_\_ LOW \_\_\_\_\_ NONE \_\_\_\_\_

HAVE YOU EVER BEEN DISCIPLINED BY THE SCHOOL (U. S. U.) FOR ANY REASON?

YES \_\_\_\_\_ NO \_\_\_\_\_

G. P. A. \_\_\_\_\_



Appendix C  
Sections of Utah State University  
Code of Conduct

ARTICLE V - REGULATIONS

The student at Utah State University resides in two communities, the civil and the educational, and the regulations of both are in force.

Section 1

A student convicted of a crime committed on campus is in violation of University Standards and the offense shall be reviewed by the Standards Committee. A student convicted of a crime committed off campus may be interviewed by the Dean of Students, and those offenses that interfere with or offend the University purposes shall be reviewed by a Standards Committee.

Section 2

- A. From experience the following activities particularly have been found to interfere with University functions or to threaten the well-being and the educational purposes of students and are, therefore, specifically prohibited and make the student subject to discipline.
1. Cheating in any form.
    - a. Cheating is misrepresenting or falsifying class assignments or examinations, or aiding others to do so.

- b. The incident shall be reported to the Dean of Students when the instructor considers the incident to be sufficiently serious to lower the student's grade.
  - c. The student shall be notified by the instructor when cheating is suspected.
2. Possessing, consuming, or selling alcoholic beverages on campus, or off campus at University functions where minors are present.
  3. Disrupting University functions.
  4. Illegally using hallucinatory or narcotic drugs.
  5. Issuing checks to the University with insufficient funds.
  6. Unauthorized damaging or possessing of property of the University.
  7. Unauthorized taking or damaging of personal property.
  8. Knowingly misrepresenting or falsifying official information given to the University.
  9. Violating University contracts.
  10. Failing to comply with directions of authorized University officials who are acting in an official capacity.
  11. Groups demonstrating except under the provisions in Article III.
  12. Unauthorized entering or using of University facilities.
  13. Publishing or distributing libelous, slanderous, or illegally obscene literature.
  14. Using loud speaking systems mounted on automobiles or in other outdoor locations other than at the break between classes and after 4:30 p. m. on school days.

15. Parking an unregistered vehicle on campus.
- B. Smoking tobacco is forbidden in state-owned buildings of the University except in those buildings or areas where it is specifically permitted.

### Section 3

When ever the Dean of Students receives a report that a student has violated University regulations or the law, he shall make a preliminary investigation; if he judges that the case warrants further action, he shall ask the student reported to be in violation to come in for a conference.

- A. If the student admits the violation, and if he and the Dean of Students agree on the facts and circumstances, then they shall discuss the implications for the student and for the University community.
  1. The Dean of Students may then decide that no further action is necessary, or suggest a source of help.
  2. The Dean of Students may bring the student before a Standards Committee, in which case:
    - a. The facts and circumstances shall be presented to the committee by the Dean of Students.
    - b. The student shall be allowed to make further statements if he desires.
    - c. The student shall be invited to answer questions by members of the committee.

Appendix DSpecific Infractions by those Students  
in the Experimental Sample

1. Boys removed couch from the University Center.
2. Obtained copy of an exam by writing to the publisher stating he was a professor.
3. Theft of a tape recorder.
4. Minors were in a beer hall.
5. Took twelve bookrings from the Bookstore.
6. Stole books from the Bookstore.
7. Took a book belonging to someone else and sold it.
8. Arrested for throwing an m-80 firecracker into the back seat of a car.
9. Throwing firecrackers on the street and sidewalk (one was run over by a motorcycle).
10. Girl found in a boys' apartment in Richards Hall.
11. Stealing milk from a milk machine in Bullens Hall.

## VITA

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